THE EFFECTIVENESS OF COMIC STRIP TO IMPROVE THE SECOND GRADE STUDENTS' ABILITY IN WRITING RECOUNT TEXT IN MTs AL MUTTAQIN

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ABSTRACT

The objective of the research is: to find how effective is the use of comic strip to improve students' ability in writing recount text at the eighth grade of MTs. Al Muttaqin. The research used was quasi-experimental research which carrie out two classes, one for experimental class and the other for controlled class. The population of this research was the eighth grade students, there were 8A for experimental class and 8B for controlled class. The result of the research showed that the used of comic strip in teching writing of recount text was effective. It could be seen from the result of calculating that the students' gained score in experimental class was higher (22,59) than the students' gained score in controlled class (18,41). Based on the statistic calculting with significance level of 5%, it showed that t_o was higher than t_t, that was 2,000 > 1,990. Therefore, it prove the alternative hypothesis (H_a), which stated that there was significant diffference between the students' gained score in learning writing recount text by using comic strip and the students' gained score in learning writing recount text without using comic strip at the eighth grade of MTs Al Muttaqin.

Keywords: *Quasi-Experimental Research, Comic Strip, Writing, Recount Text.*

INTRODUCTION

English is one of the international languages used in the world. In Indonesia, English has become a foreign language not as a second language. Teaching English in Indonesia is focused on the ability of the students' communication. Beside, in English language curriculum, there are four skills should be learnt by the students and writing is one of them. Writing can be considered as one of the fundamental skills than the other skills due to writing is one of the basic skills of learners who want to learn English. In writing class we often find students hardly poured ideas into written form. In other case, although they already can write down their ideas, they cannot make it in chronological order. It meaningless when the story did not follow the generic structure which only made the reader confused.

Moreover, based on the early observation for the sake of conducting research, the researcher found the same problem of writing especially writing recount text in eighth grade of MTs Al Muttaqin. Based on the appeared problem, it is necessary for researcher to improve students' ability in writing recount text by using comic strip. When the researcher observes the class, some students were not interested in joining

writing class. It could be occur because of the traditional method that used by the teacher. This may affect the students' learning achievement.

During the observation in MTs Al Muttaqin, the researcher found problem related to the writing process, especially in writing recount text. The problem can be formulated as fellow: "How effective is the use of comic strip to improve students' ability in writing recount text?"

The objective of the research is to find how effective is the use of comic strip to improve students' ability in writing recount text in MTs Al Muttaqin Rengging.

Writing

Writing is one of the language skills that must be learnt and mastered by the students in the school. It helps them to develop their imaginative and critical thinking abilities in order to be able to write effectively and creatively. Harmer (2004:31) states writing (as one of the four skills of listening, speaking, reading, and writing) has always formed part of the syllabus in teaching of English. However, many experts have different perspectives about the definition of writing itself

According to Hyland (2004:9), writing is a way of sharing personal leanings and writing courses that emphasize the power of the individual to construct his or her own views on a topic. Beside Nunan (2003:88) assert, "writing is the mental work of inventing ideas, thinking about how to express them, and organize them into statements and paragraphs that will clear to reader".

From the definitions above, it can be understood that writing is a process of expressing and organizing ideas in the mind into written form. In writing activities it involves students thought and feeling. They can write anything freely on their paper, although they should keep paying attention to the rules and structures in writing.

The writing skill is complex and sometimes difficult to teach, the students have to requiring mastery it not only of grammatical and rhetorical devices but also of conceptual and judgmental elements. When students write something, they frequently have more time to think than they do in oral activities. They can through what they know in their minds, and even consult dictionaries, grammar books, or other reference material to help them. A piece of continuous writing may take the form of a narrative, description, recount, report, discussion, or argument.

Process of Writing

According to Blanchard and Root (2003:41), writing is a process that involves several steps, there are: 1) Pre writing is the thinking, talking, reading and writing about topic before write a first draft. Pre writing is a way of warming up the brain before write, just like warm up the body before exercise; 2) Writing is the step after spent some time to thinking about topic and doing necessary pre writing, the next step in the writing process: writing paragraph. When write the first paragraph, use the ideas generated from prewriting as a guide; 3) Revising. It is almost impossible to write a perfect paragraph on the first try. The first try is called the first draft. After complete the first draft, look for ways to improve it. This called revising.

As the researcher said before, writing is one of the fundamental skills to learn English, so that writing use for a wide variety purpose and different form of writing process. Based on Harmer (2004:4), writing process has four main elements, there are: 1) Planning, 2) Drafting, 3) Editing (reflecting and revising), 4) Final version.

From the explanation above, it might decide to represent the stages in the following way:

Planning -> Drafting -> Editing -> Final draft

However, the process of writing is not linear, as indicate above. Sometimes the writers don't only doing one plan, draft, and edit, but they re-plan, re-draft, and re-edit. To represent these aspects of writing process, the process wheel below clearly show many direction that the writers can take. Only when the final version really is the final version has the process reach its culmination.
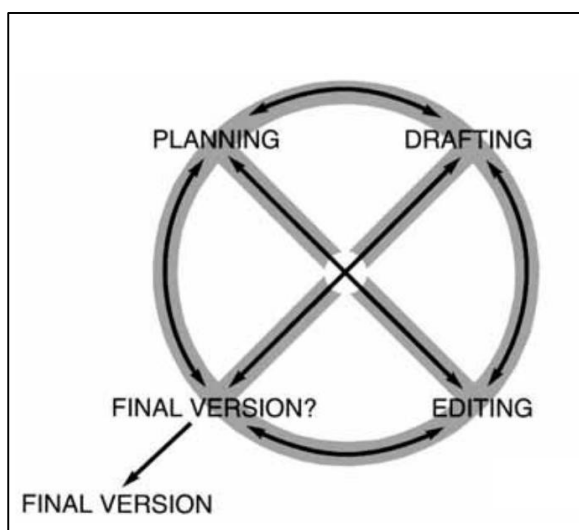
Taken from Harmer (2004:6)
The Process Wheel

Recount Text

According to Knapp and Watkins (2005:223), recounts are sequential texts that do little more than sequence a series of events. In line with Knapp and Watkins opinion, Derewianka (1990:14) state that recount is the unfolding of a sequence of events over time. As stated by Gerot & Wignell (1995:194), Social function of recount text is to retell events for the purpose of informing and entertaining.

Based on the definition of recount above, it can be concluding that recount as a piece of text that reconstruct past events for informing and entertaining purpose which they

happened in order and related in a particular relation.

Generic Structure of Recount Text

Every text, no matter how simple, has its own structure include recount. Gerot and Wignell (1995:194), defines generic structure of recount as follow : 1) Orientation is a part in which the writer provides the setting and introduces characters. Setting includes particular time and place; 2) Events is tells the readers what happened and in what sequent; 3) Re-Orientation is a part which optional or closure events.

Grammatical features of Recount text

Hyland (2004:124) said that the common grammatical features or characteristic of recount text are: 1) Use of nouns and pronouns to identify people, animals, or things involved; 2) Use of action verbs to refer to events; 3) Use of past tense to locate events in relation to the writer's time; 4) Use of conjunctions and time connectives to sequence the events; 5) Use of adverbs and adverbial phrase to indicates place and time; 6) Use of adjectives to describe nouns.

Comic strip

Based on McCloud (1994:20), comics are juxtaposed pictorial and other images in a deliberate sequence, intended to convey information and/or produce an aesthetic response in the viewer. Meanwhile, comic strip is a sequence of drawings arranged in interrelated panels to display brief humor or form a narrative, often serialized, with text in balloons and captions.

The comic is a form of literature these students enjoy. Designing comic book provides an opportunity for students to be creative in the presentation of students writing. Versaci (2001:64) states that "comic book help to develop much needed analytical and critical thinking skill. By combining word and pictures comic book force students, rather

directly, to reconcile these two means of expression".

It is evident that comics are familiar to and popular with middle school and high school students. The comic is a form of literature these students enjoy. In the classroom, the teacher can apply it to teach writing recount text. After explaining about recount text, the teacher can distribute the comic strip to each student, and then ask them to retell and rewrite the story into paragraph in English. This method is very easy to be conducted by teacher in classroom, and it will make student feel fun in writing.

According to Morrison, Bryan and Chilcoat (2002:759), there are some benefits of using comic strip in the classroom as follows : 1) Through comics students investigate the use of dialogue, succinct and dramatic vocabulary, and nonverbal communication; 2) Designing a comic book provides an opportunity for students to be creative in the presentation of their writing; 3 Use of comics also enhances instruction in comprehension strategies.

METHOD

Population is a unit of the object or subject that has certain qualities and characteristics which are studied by the researchers then be deduced (Mubarok, 2015:38). Based on the statement, the researcher conclude that population is number people that have characteristic and become subject of research. In conducted sampling, the researcher will use purposive sampling. In purposive sampling, researchers handpick the cases to be included in the sample on the basis of their typicality (Cohen, et.al., 2000:103). The population of this research was the eighth grade students of MTs Al-Muttaqin Rengging in the academic year of 2017/2018. The experimental class was taught using comic strip media while the control class was taught

using traditional that was a translation technique.

This research is included quasi-experimental research. A quasi experimental research it is simply not possible for investigators to undertake true experiments (Cohen, et.al., 2000:215). This design had control group but cannot function fully to control external variables that affect the implementation of treatment.

Quasi-Experimental Design

Class	Pre test	Variable	Post Test
8A	O_1	X	O_2
8B	O_3	-	O_4

Where :

8A : The experiment group

8B : The control group

O1, O3 : The pretest administered before the treatment

X : The independent variable or the treatment / using comic strip

O2, O4 : The post test administered after the treatment (Mubarok, 2015:102)

In this research, the students in the experimental class were taught by using comic strip as media and the students in controlled class taught without using comic strip as media but using traditional that was a translation technique. The research was done in five meetings including giving pretest, treatment, and posttest. Pretest was done to collect the data by measuring students' performance before received a treatment. Meanwhile, posttest was done to measure students' performance after received a treatment.

The instrument of the research was written test. The test consisted of pretest and posttest in both experiment and control classes. It was used to get information about students' writing improvement. The researcher conducted pre-test and post test to

measure the improvement on the students writing skill on recount text by using comic strip. The pretest and posttest were given different topics. The topics of pretest were about "Funny experience, Vacation, and Unforgettable moment" and the topics of posttest were about "Holiday, Bad experience, and Best moment."

The students in the experimental and control class were taught different method. The students in experimental class learned recount text by using Comic Strip. Meanwhile, the students in the controlled class learned recount text using traditional technique that was translation. Nonetheless, they were given the same topic in the pretest and posttest.

The data gained would be in the form of quantitative data. Data analysis is the process of arranging data sequence, organize into a system, category and set of the breakdown of base. In analyzing the data, t-test used to find out the effectiveness of comic strip in teaching writing of recount text. There were several steps to prove the hypothesis, as the following formula:

$$t_o = \frac{M_x - M_y}{SE_{M-M}}$$

M_x : Mean of the score of experimental class
M_y : Mean of the score of controlled class
SE_{Mx} : Standard error of experimental class
SE_{My} : Standard error of controlled class
(Sodijono, 2011:314)

FINDING AND DISCUSSION

After measuring students' performance in writing recount text before received a treatment by giving pre-test, gave treatment to both class and measuring the students' progressive in writing recount text after received a treatment, the researcher got the data score. Before doing the calculation by using t-test, the data of students' scores of experimental and controlled class had been described as follows:

The score of pre-test and post-test in experimental class was gained after the treatment of comic strip was done. The mean of students' score in the pre-test was 48,77 with lowest score 41, and the higher score 63. Meanwhile the mean score of post-test was 71,36 with the lowest score 58, and the higher score 85.

The score of pre-test and post-test in controlled class was gained after teaching and learning process without comic strip was done. The mean of students' score in the pre-test was 49,51 with lowest score 41, and the higher score 60. Meanwhile the mean score of post-test was 67,92 with the lowest score 45, and the higher score 85.

Based on the data above, it showed that the student's gained score in writing recount text by using comic strip in experimental class was higher than the students in controlled class who were taught without using comic strip.

According to data above, the result of students' pre-test and post-test further in each class was calculating by using t-test in some steps as follows:
Determining mean variable X, with formula as follows:

$$Mx = \frac{\Sigma X}{N}$$
$$= \frac{8}{3}$$
$$= 22,59$$

Determining mean variable Y, with formula as follows:

$$My = \frac{\Sigma Y}{N}$$
$$= \frac{6}{3}$$
$$= 18,41$$

Determining standard deviation score of variable X, with formula as follows:

$$SD_x = \sqrt{\frac{\Sigma x^2}{N_1}}$$

$$= \sqrt{\frac{2}{3}}$$

$$= \sqrt{72.717}$$

$$= 8,53$$

Determining standard deviation score of variable Y, with formula as follows:

$$SD_y = \sqrt{\frac{\Sigma y^2}{N_2}}$$

$$= \sqrt{\frac{3}{3}}$$

$$= \sqrt{81.46}$$

$$= 9,03$$

Determining standard error mean of variable X, with formula as follows:

$$SE_{Mx} = \frac{S_x}{\sqrt{N_1-1}}$$

$$= \frac{8,5}{\sqrt{3-1}}$$

$$= \frac{8,5}{\sqrt{3}}$$

$$= \frac{8.5}{6.1}$$

$$= 1,385$$

Determining standard error mean of variable Y, with formula as follows:

$$SE_{My} = \frac{S_y}{\sqrt{N_2-1}}$$

$$= \frac{9.0}{\sqrt{3-1}}$$

$$= \frac{9.0}{\sqrt{3}}$$

$$= \frac{9.0}{6}$$

$$= 1,505$$

SE_{My} : Standard error of controlled class
Determining standard error of different mean between variable X and variable Y, with formula as follows:

$$SE_{Mx-My} = \sqrt{SE_M{}^2 + SE_M{}^2}$$

$$= \sqrt{(1,385)^2 + (1,505)^2}$$

$$= \sqrt{1,918 + 2,265}$$

$$= \sqrt{4,183}$$

$$= 2,045$$

Determining t_o, with formula as follows:

$$t_o = \frac{M_x - M_y}{S_{M-M}}$$

$$= \frac{2.5 - 1,4}{2,0}$$

$$= \frac{4,0}{2,0}$$

$$= 2,000$$

Determining t_{table} with degree of freedom (df) in significance level of 5%, with formula as follows:

$Df = (N_1 + N_2) - 2 = (39 + 37) - 2 = 74$

From the calculating above, it was showed that the result of t-test from experimental and controlled class was 2,000 the degree of freedom (df) was 74. After the researcher got the result of t-test and degree of freedom, she looked at t table and found out the critical value of df 74 which was taken the closest that was df 80 by using significant 5% = 1,990. The result of comparison between t_o and t_{table} was 2,000 > 1,990 (5%) it means significant because t_o higher than t_{table}

The following was the result of independent sample T-test of gained score both experimental class and controlled class using IBM statistics 20. which presented in this two table below :

Group Statistics					
	class	N	Mean	Std. Deviation	Std. Error Mean
gained	experimental	39	22.59	8.629	1.382
	controlled	37	18.41	9.130	1.501

From the analysis SPSS above, it was showed that mean of gained score of experimental class (22.59) was higher than mean of gained score of controlled class (18.41) with standard deviation of experimental class (8.629) was

lower than standard deviation of controlled class (9,130).

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
gained	Equal variances assumed	.232	.632	2.054	74	.043	4.184	2.037	.125	8.243
	Equal variances not assumed			2.051	73.121	.044	4.184	2.040	.118	8.250

From the analysis SPSS above, it was showed that the result of t-test from experimental and controlled class was 2,054 with the degree of freedom (df) was 74. The result of comparison between t_o and t_{table} was 2,054 > 1,990 (5%) it means significant because t_o higher than t_{table}.

After obtaining the data by using t-test formula, it is used to prove the result of hypothesis as follows.
Based on the description of data arithmetic calculation and Analysis SPSS, it shows that:

1. The value of t- observation (t_o) of arithmetic calculation was 2,000
2. The value of t- observation (t_o) of analysis SPSS was 2,054
3. The degree of freedom (df) was 74, so the value of t-table (t_t) in the significant level of 5% = 1,990

Because the value of $t_o > t_t$ in significant level 5% it prove that the null hypothesis (H_o) is rejected and the alternative hypothesis (H_a) is accepted which states that there was significant difference between the students' score in writing recount text by using comic strip and the students' score in writing recount text without using comic strip at the eighth grade students of MTs al Muttaqin ($\mu_1 \neq \mu_2$)

Based on the analysis of t- test, it was known that the result of t-observation (t_o) by using arithmetic calculating was 2,000, the result of t-observation (t_o) by using SPSS was 2,054 and the degree of freedom (df) was 74, which was taken the closest was df 80 by using significant 5% = 1,990. By comparing the value of t-observation (to) and t table (t_t) bpth of arithmetic calculating and SPSS, it can be known that the result of calculating of t-observation (t_o) was higher than t-table ($t_o > t_t$), so the null hypothesis (H_o) is rejected and the alternative hypothesis (H_a) is accepted. It means, there is significant difference between the students' score in writing recount text by using comic strip and the students' score in

writing recount text without using comic strip at the eighth grade students of MTs al Muttaqin ($\mu_1 \neq \mu_2$). It means that the used of comic strip in teaching writing recount text to the eighth students of MTs Al Muttaqin were effective.

CONCLUSION

According to the data analysis of students score in experimental and controlled class, it showed that the value of t-observation (t_o) was higher than the value of t-table (t_t) with the degree of freedom 74, that were 2,000 > 1,990 (5%) in arithmetic calculating and 2,054 > 1,990 (5%). So, the null hypothesis (H_o) is rejected and the alternative hypothesis (H_a) is accepted. It means, there was significant difference between the students' score in writing recount text by using comic strip and the students' score in writing recount text without using comic strip at the eighth grade students of MTs Al Muttaqin.

It can be concluded that teaching writing of recount text using comic strip is effective and useful for teaching writing in the eighth grade students of junior high school. It can also be seen from the calculation and the table of students' gained score in experimental class from their writing score in pre-test and post-test by using comic strip is higher than the students' writing score in controlled class. Therefore, comic strip can be an appropriate media that can be used in teaching writing of recount text.

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